**Educators for the 21st Century Professional Development Grant Program Outline 7/23/14**

1. Background (ESEA Title II Part A Subpart 3 essentials)
   1. Purpose – provide partnership grants for professional development projects serving K-12 educators. Grants are awarded competitively via an RFP process.
   2. Partnership
      1. 3 required partners:
         1. Institution of higher education (IHE) and its college of education
         2. IHE school of arts and sciences (e.g. math department)
         3. At least 1 high-need Local Educational Agency (LEA));

### *SEC. 2102. DEFINITIONS.*

*(3) HIGH-NEED LOCAL EDUCATIONAL AGENCY- The term high-need local educational agency' means a local educational agency -*

*(A)(i) that serves not fewer than 10,000 children from families with incomes below the poverty line; or*

*(ii) for which not less than 20 percent of the children served by the agency are from families with incomes below the poverty line; and*

*(B)(i) for which there is a high percentage of teachers not teaching in the academic subjects or grade levels that the teachers were trained to teach; or (ii) for which there is a high percentage of teachers with emergency, provisional, or temporary certification or licensing.*

* + 1. and any number of optional partners (e.g. other school districts and schools (including preschools and charter schools), ESDs , community and technical colleges, nonprofits, businesses)
  1. Target audience – teachers, principals, and highly qualified paraprofessionals (not less than 2 years of experience in a classroom, and postsecondary education or demonstrated competence in a field or academic subject for which there is a significant shortage of qualified teachers).
  2. Allowable uses of funds

### *SEC. 2134. USE OF FUNDS.*

*(a) IN GENERAL- An eligible partnership that receives a subgrant under section 2132 shall use the subgrant funds for- (1) professional development activities in core academic subjects to ensure that -*

*(A) teachers and highly qualified paraprofessionals, and, if appropriate, principals have subject-matter knowledge in the academic subjects that the teachers teach, including the use of computer related technology to enhance student learning; and*

*(B) principals have the instructional leadership skills that will help such principals work most effectively with teachers to help students master core academic subjects; and*

*(2) developing and providing assistance to local educational agencies and individuals who are teachers, highly qualified paraprofessionals, or principals of schools served by such agencies, for sustained, high-quality professional development activities that -*

*(A) ensure that the individuals are able to use challenging State academic content standards and student academic achievement standards, and State assessments, to improve instructional practices and improve student academic achievement;*

*(B) may include intensive programs designed to prepare such individuals who will return to a school to provide instruction related to the professional development described in subparagraph (A) to other such individuals within such school; and*

*(C) may include activities of partnerships between one or more local educational agencies, one or more schools served by such local educational agencies, and one or more institutions of higher education for the purpose of improving teaching and learning at low-performing schools.*

e. Special rules: equitable geographic distribution; no partner may use more than 50% of funds; equitable private school participation (note: this rule broadly applies to federal education grants).